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ABSTRACT

This handbook is designed for use by personnel delivering recreation services to the homebound elderly. It helps the staff members discover more about recreational activities suitable to a specific client's needs, selection of activities, and the methods of introducing activities to the homebound. Assessment techniques aid the worker in learning the preferences, abilities, and disabilities of the client. Elements necessary to conduct an activity, include preparation, explanation and demonstration, practice, evaluation, special situations, and miscellaneous points to remember are delineated. Modification and adaptation of activities receive special attention. For selected activities, the objective, purpose, associated activities, equipment, methods, and special comments are outlined. A bibliography and list of supply houses complete the booklet which is supplemented by the companion Trainer's Manual and Resource Guide. (LS)

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RECREATION FOR THE HOMEBOUND AGING SERVICE PROVIDER'S HANDBOOK

by

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PREFACE

This Handbook is designed for use by personnel delivering recreation services to the homebound elderly. It covers the essential information necessary for selecting and conducting leisure activities in the home. A suggested training course with background information important to a successful program is contained in the companion booklet, *Trainer's Manual and Resource Guide*.

SECTION I

THE HOMEBOUND ELDERLY AND RECREATION

The homebound elderly face all of the problems of other older persons: low income, loss of friends, feelings of uselessness. In addition they are often in poor health and have less opportunity to improve their circumstances. They often suffer from physical pain, loneliness or handicapping conditions. As a result they may be anxious or resentful. They cannot easily get out to meet friends, old or new, or to experience activities in the community. Due to these limitations, the homebound elderly require more assistance than any other group in finding satisfying use of their large amounts of free time.

Recreation can offer these people effective ways of coping with their free time. It can also encourage them to keep in touch with the outside world and provide the opportunity for new and fulfilling experiences at home. Recreation may even serve as a first step towards re-entering the community. The frustration of feeling "unneeded and useless" can be eased by successful participation in creative activities. No matter how handicapped a person might be, there are a variety of activities he or she may find enjoyable and stimulating.

This Resource Guide is intended to help you find out more about the recreational activities that might suit your client, how to select them and how to introduce them to the homebound.

SECTION II

ASSESSMENT TECHNIQUES

In this section you will learn different ways of understanding your client in terms of leisure activities. You will find out how to discover what your client can and cannot do, and what his recreational interests might be.

There are a number of ways to find out these things, such as using checklists, questionnaires, interviews or computers. The method recommended here is a combination of interview, and observation and checklist. The first step, interviewing, can start the moment you greet the homebound person. You may begin talking to the client and asking him questions while you give him his meal or administer medical treatment.

You will probably find that two or three days is not enough time for this process. It will take a week or longer to understand the leisure needs of this particular homebound person. Much can be learned, if you make the best use of your time in the client's home. Keep in mind these points:

1. Review the questions listed below before making your visit.
2. Do not ask all the questions in one day.
3. Do not expect to get truthful or complete answers right away. (Elderly people may be suspicious or may simply need time to respond.)
4. Remember, the client may not know the answers himself.
5. A person may always change his mind about what he likes.
6. Do not be formal when asking questions, but ask them casually and pleasantly.
7. Use the activity list for ideas, not as a strict rule of thumb.

8. Finally, don't limit your actual program to only those areas of interest. One goal should be to encourage the client to try new experiences.

One of the most significant steps in assessing the client's leisure needs is to determine what the client can and cannot do. To do this it is important to learn about the physical and mental problems which might limit your client's activities. You may easily discover some of the things you need to know by observing your client. In the course of your visit, try to notice the following things:

It is important to learn about the physical problems which might limit your client's activities. You may easily discover some of the things you need to know by observing your client. In the course of your visit, try to notice the following things:

1. (Sensory area)—Are any of his senses impaired? Vision? Hearing? Speech?
2. (Mobility)—Can he walk by himself or with assistance? Can he use a wheelchair by himself or with assistance? If he is bedridden, what range of movement does he have?
3. (Cognitive skills)—Does he understand directions? Does he know where he is and what day it is? Does he easily forget things you have just said?
4. (Dexterity)—How well does he use his hands and fingers?

Make up a list of the things he can and cannot do. This will be used as a reference when selecting activities. Other factors you will need to know about but may not be able to observe are physcial conditions such as cardiac problems, kidney or liver malfunctions, diabetes, or cancer. These details should be available from other staff members. Also of importance is knowledge of medications which may affect mental or physical functions.

After determining any limitations your client may have, you will want to assess the client's recreational interests. Discovering the recreational interests of the homebound elderly may be a difficult task, however, patience and the proper approach should make the job easier. It is strongly recommended that you do **not** take a long list of activities and read them off to your client, waiting for him to nod his head "yes" or "no". This is not a reliable technique. Asking a series of informal questions over a period of time will not only bring better responses, but will also help to establish a closer relationship with the client. A trusting relationship with the elderly person is important when introducing new activities. This gradual approach to learning the person's interest is also the approach to use when introducing new activities. Observation is also a good way to begin your assessment. Often by looking around the client's apartment or home you will notice things that you can ask the client about. This will often lead to a discussion of the client's other interests.

Here is a good list of the types of questions you will want to include in your conservations with the client. You may ask them in any order or wording that seems best to you. For instance, you might say, "Do you know how to play chess?" or indirectly, "Did you see the chess tournament on TV this week?"

1. What does he like to do now?
2. What did he like before but does not do now?
3. What has he not done at all, but thinks he might like to try?
4. What did he try to do in the past and did not like? Why?
5. Does he have very negative feelings about certain activities now? Why?
6. What recreation or hobby equipment is available in the home or through the client's family?

In order to identify and remember client interests, it is recommended that you keep an activity checklist for each client. When you discover an activity the client is currently interested in, list it under Part I in the Activities Checklist.

Discovering the client's interests and assessing their physical/mental limitations will help you in selecting appropriate activities. Keep in mind that a client may not always be interested in activities that may be good for him. If that is the case, the goal might be to try to get him interested in that activity. Try not to limit your idea of what recreation is. Dependent upon the different levels of activity possible for each client, you will be doing different tasks and working toward different goals with different persons. Some clients may already be involved in several activities. In this case, you would want to encourage them to continue and perhaps expand their activities to include contacts with others. Other clients may have to be motivated. Then the goal would be to generate interest in activities. Begin with small tasks, such as having coffee. Always try to begin where the client is and get them to participate. For example, first have coffee which you have prepared, but ask the client to prepare it the next time.

Once you begin to get the client to express interests, it is recommended that you use activities checklists to keep track of what the client mentions. Mark a **1** by activities in which the client has interest because they have been done successfully in the past. Mark a **2** by activities not done before but that the client would **like** to do.

As mentioned, a client may not always wish to do activities that may be good for him. Mark a **3** on the activity list for at least one activity in each of these areas.

- activities requiring movement of some degree that would be beneficial to the client
- activities that are creative and thought-producing

- activities that could be done alone or with little assistance.

The first activity you do with the client should be one of those marked with a 1. Beginning with a familiar activity will help in:

1. assessing the client's current activity level.
2. forming a relationship of trust between client and worker in an activity setting.
3. guaranteeing a successful first attempt.

Note: Older people may have developed many emotional needs resulting from their isolation. These people may turn to any new person in their home to meet those needs. Do not feel you must try to solve these problems. Know what your job involves and do not try to do more. Tell the client you will inform your supervisor of their difficulties—then do so. Any referrals should be made by the administrative staff.

SECTION III

HOW TO CONDUCT AN ACTIVITY

A. Points to remember

1. Treat every client as an individual.
2. Establish some degree of trust between the client and yourself.
3. Select activities carefully. Consider the client's preferences; start where the client is.
4. Before the activity, make sure that you have the right equipment and that it works.
5. Prepare for the activity by first doing it yourself.
6. Break up the activity into smaller parts. It will be easier to teach.
7. Be calm and patient; read directions slowly.
8. Present the activity as pleasantly as possible.
9. Demonstrate the activity yourself.
10. Always be positive about the client's progress; give positive verbal reinforcement.
11. Look for new interests and relationships to emerge from the activities.
12. Encourage the client to do as much on his own as possible.
13. Never promise a client anything on which you cannot follow through.
14. Try to involve the other family members during activities.
15. On some occasion, the client may be able to teach you some activity.
16. Be a good listener!
17. Give reasons for doing an activity.
18. Establish long-range goals. Break each into shorter goals. This provides a feeling of accomplishment.

B. Preparation

1. Prepare client, make him/her feel confident.

2. Describe activity and find out what client already knows.
3. Motivate client for activity.
4. Get all needed materials together.
5. Divide activity into steps.

C. **Explanation and Demonstration**
1. Go through instruction.
2. Explain and show one step at a time.

D. **Practice**
1. Let client do activity.
2. Correct client.
3. Let client do it again.
4. Be sure client understands steps.

E. **Evaluation**
1. Was activity successful?
2. Was activity too difficult?
3. Does client wish to repeat activity?
4. What related activities might be attempted?

F. **Special Situations**
1. If a person is Deaf
   a. Face him when speaking, so that he an see your mouth movements.
   b. Show him what to do several times (remember he has to do without the verbal instruction).
   c. Place him so that he can see any other participants (deaf people often feel that they are talked about if people are sitting behind them and they cannot make out the words.)
2. If a person is Blind
   a. Speak to him when you approach or leave him.
   b. Tell him what it is you put in front of him and where. Let him touch it.
   c. Lead his hands while you are doing the verbal instruction.
   d. Choose materials with a rough texture.

e. Never shout when speaking to a blind person.
f. Don't be afraid of touching him; it is a natural way of contact when you are blind.
g. Don't be afraid to use the word "see" when instructing him.

SECTION IV

MODIFICATIONS

AND ADAPTATIONS

A. **Modifications for Special Disabilities**

Hearing Impairment—make sure the client can hear what you are saying. Say instructions slowly and clearly.

Visual Impairment—avoid activities that require extremely good eyesight. Use large print newspapers where available.

Tendency to Injure/Bruise—look for hard objects that the elderly person might bump into. Watch for slippery surfaces.

Shorter Attention Span/Memory—repeat instructions. Keep instructions short. Let the client pace himself.

Decline in Muscular Strength—avoid activities that require heavy lifting or prolonged physical movement.

Cardiac Disease—keep the activity short. Avoid sudden exertion; however, a certain amount of physical exercise is recommended. Singing and playing a musical instrument which requires breath control are highly recommended.

Total Blindness—most activities can be adapted by using different shapes or by coding pieces with tape.

Decline in Endurance—keep activity periods short. Break longer activities into small tasks.

Sensitive Nervous System—avoid activities requiring intense concentration or fine handwork.

Use of One Hand Only—stabilize the project in front of the client.

B. **General Guidelines for Adapting Activities**

Most activities can be modified. Only your imagination limits you. You can change the **rules** of the game so that time periods are shorter, or there are less players or more

trials, etc. You can modify **equipment** by making bigger handles for arthritic patients. You can use bigger or softer balls, etc. You can change the **setting** by shortening distances, etc. You can often find how to adapt an activity by merely asking the client how **he** would adapt it. In general, keep an open mind.

C. **Adaptations for Specific Activities**

Physical Exercies

- can be done sitting or in bed
- must be done very gradually
- start with stretching excercise, but do not stretch too far
- if music is available, do it to music as a form of dance

Table Games

- oversize games are available for the visually impaired
- avoid pieces that are very small or require fine motor movements

Billiards/Pool

- if a table is available use a bridge for the arthritic person to help hold cue stick steady

Card Games

- use Jumbo Face cards for the visually impaired
- wood handles with slits in them aid in holding cards
- playing cards are available for the blind

Jigsaw Puzzles

- large pieces are preferable for some disabilities

Crossword Puzzles

- use the ones in large print newspaper for the visually impaired

D. **Suggested Programs**

This section will demonstrate some program ideas in terms of what is useful and what has been proven to be suc-

cessful. You should also become familiar with developing and expanding one interest into other areas.

Raising and Caring for Plants

Advantages

- easy to find materials (orange seeds, grapefruit seeds, etc.)
- success easily attainable
- can be done all year round

Case Study: A homebound elderly man became interested in growing plants after the visiting nurse brought him a spider plant. He began to grow plants on his own using fruit seeds from his kitchen or whatever seeds friends would give him. He was able to grow another spider plant from the original one. He asked the nurse for some books on plants and she had the library deliver them. After a while the man had many plants around the room. The nurse told the man about a woman who liked plants, but was unable to move, and he gave the nurse some plants to give her. He began to give away plants to other people. One woman who received a plant from him was so delighted that she made him a plant hanger by using the macrame she had just learned from her visiting nurse. Eventually, a local garden club became interested in the plants he was growing and a member of the club began to visit him and exchange plants and ideas.

Long-Distance Chess

Advantages

- stimulates thinking
- inexpensive
- no mobility required

Case Study: A visiting nurse who took care of a homebound elderly man living alone, discovered that the man liked chess and had no one to play with. The nurse was able to play a short game with him once in a while, but felt this was not adequate. On her rounds, she discovered

another man who liked chess but was also homebound. She was able to arrange for the men to play chess together by telephone. A lasting friendship developed between the two men. (If the men had not had telephones, the nurse could have acted as a courier, relaying moves as she went on her rounds.)

Oral History Program

Advantages

- stimulates thinking
- builds self-esteem
- relatively inexpensive
- initiates social contacts

Case Study: An aide found that an elderly homebound woman for whom she was caring, had been a suffragette. The aide discovered that her discussion and recall of those past events was remarkable. The aide contacted the local community college and told a history professor, whom she knew, about the woman. Eventually, a coed from the college met with the woman once or twice a week to tape-record the woman's memoirs of that period for the oral history program. The student in the meantime discovered that the woman liked to play cards; so, on her visits, she would play gin rummy with the woman after their recordings. The older woman also became interested in her own family history. Her aide contacted the local Genealogical Society to follow up this interest.

SECTION V

ANALYSES OF SELECTED ACTIVITIES

The following modules have been analyzed to show some of the main components involved in an activity. These also represent the areas of activities that should be included in the homebound person's recreation program—mentally stimulating, creative, active, versatile, and requiring little assistance.

Activity: Current Events
Objective:

A. To establish a pattern of interest in current events

Purpose:

A. To provide intellectual activity
B. To maintain client interest in the community and the world
C. To awaken other interests through this process

Associated Activities:

A. Home study
B. Creative writing
C. Reading books
D. Reading newspapers
E. Reading magazines
F. Listening to radio
G. Watching TV
H. Contributing to a homebound newsletter
I. Writing greeting cards
J. Letter writing
K. Crossword puzzles

Equipment

A. Newspapers and magazines may be obtained through local library services or donations
B. Scrapbook
C. Tape or paste

D. TV or radio
E. Writing materials

Methods:

A. Worker may read newspaper articles, or magazines to client, if client is unable to do so
B. If client is not interested in current events, worker may select articles from the paper in which the client may be interested
C. Worker should discuss current events with client
D. Worker should show interest in what the client has read himself
E. Provide reading materials when necessary
F. Encourage client to keep a scrapbook of articles that may interest him

Special Comments:

A. The blind or vision-impaired may be included in these activities through the "talking books" program
B. Correspondence courses are available through many colleges at reasonable prices
C. The development of a newsletter for the homebound requires a great deal of coordination but can be of great benefit in helping the homebound to relate to others in a non-threating way. It also allows for a cooperative interaction of individual talents—writers, editor, typist, artist. Such a newsletter could be distributed by Meals-on-wheels and thus include many who do not participate in a recreation program
D. The local library may deliver books to the homebound

Activity: Drawing

Objective:

A. To establish an ongoing interest in drawing or related activities without the need for prompting

Purpose:

A. To promote an activity that the client can do on his own

B. To promote creative ability
C. To provide an Opportunity for self-esteem and social rewards

Associated Activities:

A. Painting
B. Sketching
C. Cartooning
D. Doodling
E. Stenciling
F. Calligraphy
G. Fingerpainting
H. Clay modeling
I. Carving in plaster, wood, or soap
J. Crayon resist
K. Batik
L. Printmaking

Equipment

A. Pens
B. Pencils
C. Paint brushes
D. Paper
E. Proper lighting
F. Easel or firm board
G. Crayons
H. Paints

Methods

A. Worker may encourage client to draw or doodle
B. If client feels that he is not capable enough to draw, there are alternatives: copying magazine picutures, blotting techniques, tracing
C. Assist in obtaining books on the topic of drawing, etc. if the client is interested
D. Assist in providing equipment
E. Set up a Homebound Elderly Art Contest/Exhibition
F. Pictures may be taken of all entries and passed around

for all clients to judge

Special Comments:

A. For severely arthritic clients or amputees who like to draw, brushes or pencils may be attached to a ruler which can then be taped to the the arm if the hand cannot hold the instrument properly
B. Some severely handicapped individuals may hold a drawing instrument in their mouths
C. Visually handicapped persons can work with clay, use finger paints or do stenciling

Activity: Exercises

Objectives:

A. To establish a daily routine of exercises with or without assistance.

Purpose:

A. To maintain and improve muscle tone
B. For relaxation
C. For weight control
D. To increase breathing capacity

Associated Activities:

A. Calisthenics
B. Isometrics (Not for high blood pressure patients)
C. Isotonics
D. Yoga
E. Rhythmic Exercises

Equipment:

A. Record player/radio
B. Foam balls/nerf balls
C. Blanket, rug, or other soft material on which to sit
D. Short length of rope

Methods: (Check with client's doctor before beginning any exercise program.)

A. Start off with very simple exercises
B. The first few sessions should be used to discover the

range of mobility the client has using all body parts

C. Use different techniques to motivate client to move: squeezing a foam ball or bean bag, breathing and moving to their favorite music, or by games like asking the person to make believe they are rocking a baby or blowing out birthday candles, or bouncing a balloon back and forth
D. Exercises can be done from a sitting or resting position
E. Encourage the client to do as much as possible on his own

Special Comments:

A. For clients with cardiac conditions seek further medical guidance for the activity
B. For all clients, have frequent rest periods
C. Avoid overstreching the muscles at first
D. Avoid vigorous exercise
E. Use music to make activities more enjoyable
F. Attempt to make exercises "fun" instead of drudgery

Activity: Growing Plants

Objective:

A. To have the client acquire the skills necessary to select and care for a plant in his home
B. To introduce the client to other related activities

Purpose

A. To develop an interest which may be shared with others
B. To provide opportunities for expanding knowledge
C. To improve the beauty of home environment
D. Provide a low-cost hobby which may be continued indefinitely
E. Provide a starting point for other related activities
F. To relate the natural world to the home environment

Associated Activities:

A. Flower arranging

B. Hydroponic gardening
C. Drying flowers
D. Nature crafts
E. Terrarium construction
F. Bird Watching
G. Nature photography
H. Raising tropical fish
I. Rock polishing

Equipment:

A. Growing medium—soil, vermiculite, etc.
B. Seeds or cuttings
C. Containers—cans, pots, egg cartons
D. Light source
E. Water
F. Plant food
G. Books on home gardening

Methods

A. The first project may be keeping a gift plant alive
B. Containers should be at least 3 inches deep and should provide drainage through holes or a layer of gravel in the bottom
C. Soil should be kept damp but not wet
D. Provide indirect light and some warmth (70°-80° F)
E. After the plant is started, care will depend on the species requirements

Special Comments:

A. All but the severely immobilized can care for plants, watering and feeding them and turning the pots regularly to provide proper lighting
B. More complex activities such as flower arranging (may also arrange dried plants) making terrariums or Bonsai can be introduced as basic skills are mastered
C. Television programs and books on gardening are ways of extending knowledge
D. Local garden clubs might be interested in exchanging

information or plants
E. Related types of nature studies may also be introduced
F. If sunlight is unavailable plants may be grown under special artificial lights

Activity: Making Jewelry
Objective:
A. To learn the skill necessary to produce some type of jewelry without assistance
B. To be aware of other items that can be created with these skills
C. To be aware of other jewelry—making techniques

Purpose:
A. To create an attractive object for use by oneself or others
B. To learn new skills which require varying degrees of manual dexterity
C. To learn a hobby which may be enjoyed in a group setting as well as at home
D. To improve self-concept and provide a sense of accomplishment
E. To introduce the entire area of craft activities as pleasurable experience

Associated Activities:
A. Scrap crafts of all types
B. Sewing, knitting, crocheting
C. Basketry, weaving
D. Printing
E. Macrame, braiding
F. Leathercraft
G. Metalcraft, copper enameling
H. Origami, paper flowers
I. Woodworking

Equipment
A. 1 T salt

B. 1 cup flour
C. 1/3 cup water
D. Food coloring if desired
E. Darning needle
F. Strong cord or nylon fishing line
G. Wax paper
H. Toothpick
I. Pin or earring backings
J. Nail polish or shellac
K. Glue

Method

A. Mix dough and color as desired with one or two drops of color
B. Dough may be shaped into beads, with holes made with a toothpick
C. Dough may also be shaped into flower petals or other forms, to be used in pins or earrings
D. After drying, items may be coated with nail polish or shellac
E. Beads may be strung into necklaces, pendants or bracelets
F. Forms may be glued onto prepared backings for broaches or earrings

Special Comments:

A. Craft items should be something recognizably useful and attractive
B. All disabilities can participate in some type of craft
C. Be sure that no hazardous materials—particularly noxious liquids which could be harmful if inhaled or spilled—are used
D. Items may be made as gifts or for sale

Activity: Stamp Collecting

Objective:

A. To develop client's ability to identify, select, and care for a stamp collection

Purpose

A. To provide an activity with the element of anticipation
B. To provide an incentive for contact with the outside world
C. To provide intellectual activity

Associated Activities:

A. Button collecting
B. Autograph collecting
C. Matchbook collecting
D. Recipe collecting
E. Coin collecting
F. Book collecting
G. Scrapbook
H. Photo albums
I. Model building
J. Menu collecting
K. Greeting card collecting

Equipment

A. Stamp album or looseleaf paper in folder
B. Stamps
C. Stamp hinges or plastic envelopes to mount stamps

Methods:

A. Books on stamp collections may suggest a specific area of specialization
B. Stamps may be acquired from friends and neighbors, ordered from catalogs or traded with other collectors
C. Albums for specific collection subjects are available from the Post Office, as well as hobby shops
D. Stamps on envelopes may be soaked off in a basin of water and dried on a towel
E. Always use special stamp hinges rather than glue or tape to attach stamps to paper
F. Magazines for stamp collectors have helpful articles and ads for stamps

Special Comments:

A. This activity can provide increased incentive for outsiders to visit the homebound with additions to their collection
B. Space for storing collections may be a factor
C. Expense of rarer items may place restrictions on type or size of collection

SECTION VI

RESOURCES AND

RESOURCE MATERIALS

A. **Books**

File O Fun by Jane Harris
Burgess Publishing Company
7180 Ohms Lane
Minneapolis, Minn 55435 $5.95

Nostalgic Crafts Book—Phillis Fiarotlas
Worman Publishing Co. (1974)
New York, NY $5.95

Macrame—Creative Design in Knotting—D. Meilach
Crown Publishers Inc. (1971)
New York, N.Y. $4.95

The New Aerobics—K.H. Cooper (1970)
Bantam Books
New York $1.00

House Plants for the Purple Thumb—M. Baylis
101 Productions
San Francisco, CA 94103 $3.95

Paper Folded, Cut, Sculpted—F. Fernko
MacMillan Publishing Co. (1974)
New York 10022 $5.95

How to Make Good Pictures (1972)
Eastman Kodak Company Editors
Amphoto
New York $4.95

Crafts + Hobbies—G. Winter (1964)
ARCO Publishing Co.
New York $6.95

Knitting Made Easy—B. Aytes
Doubleday Publishing Co.
New York $1.25

Art From Scrap—Reed and J. D'rze (1960)
Davis Publishing Co.
Worcester, Mass

"Your Retirement Hobby Guide"
American Association of Retired Persons (1969)

Inexpensive Equipment for Games, Play and Physical Activity—Charles Corbin
William C. Brown Publishing Co. (1972)

Hoyle's Rules of Games—ed. Morehead & Mott-Smith (1963)
Signet Books
New American Library $1.25

B. **Magazines**

Modern Maturity
American Association of Retired Persons
215 Long Beach Blvd., Long Beach, CA 90801
($3 per year)

Perspective on Aging
National Council on the Aging
1828 L. Street N.W., Washington, D.C. 20036
($10 per year for retirees)

Aging
Administration on Aging
U.S. Dept. of Health, Education and Welfare
Washington, D.C. 20402

Dynamic Years also **Dynamic Maturity**
Action for Independent Maturity
American Association of Retired Persons
Box 199, Long Beach, CA 90801
($3 per year)

Retirement Living
99 Garden Street, Marion, Ohio 43302
($8.95 per year)

Retirement Life
National Association of Retired Federal Employees
153 New Hampshire Ave. N.W., Washington, D.C. 20036
($6 per year)

Therapeutic Recreation Journal
National Therapeutic Recreation Society
1601 N. Kent Street
Arlington, Virginia 22209
($8 per year)

Geriatrics
Lancet Publications
4015 65th Street
Minneapolis, Minn. 55435

The Gerontologist
Gerontological Society
1 Dupont Circle
Washington, D.C.

C. **Supply Houses**
Macrame & Weaving Supplies
63 E. Adams St.
Chicago, IL 60603

American Handicrafts Co.
2849 White Settlement Road
Ft. Worth, Texas

Griffin Craft Suppliers
P.O. Box 506
Oakland, CA 94604

Flaghouse, Inc.
(All types of game equipment—free catalog)

American Home Crafts
P.O. Box 5035
Des Moines, Iowa 50306

Triarco Arts/Crafts
100 Troy Court
Troy, Michigan 48084

NASCO
Learning Fun Catalogue
Modesto, CA 95352

Education Teaching Aids
Daigger & Co.
159 W. Kinzie
Chicago, IL 60610

American Foundation for the Blind
15 W. 16th St.
New York, NY 1001
(free catalog on many adapted types of recreation equipment for the blind; also useful for elderly)

S & S Art & Crafts Co.
Colchester, Connecticut